

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language, a system a conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Language is taken an important role in the world's communication. Without language, people cannot communicate with the others. In the study of language, there are four skills that should be well mastered by those who are interested in learning English is becoming more and more important nowadays. This era of globalization is an era full of challenges and competitions where the proficiency in spoken and written English is required.

English is an International language in the world because it is used as means of communication among countries in the world of politics, information, technology, business, and education. Recently, English, almost countries learn English especially in Indonesia.

In Indonesia, English is a foreign language. The government puts it as a compulsory subject at school. English is taught from kindergarten school up to university level. In English, there are four language skills that should be mastered they are: listening, speaking, reading, and writing.

Writing is one of the four language skills besides speaking, listening and reading, which is considered to be a fundamental skill so that student need to learn it. Jo Ray & Anthony, (1987 : 10)) It can also be

said that “Writing is a creative process-an intellectual exercise that result in a symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. But it is not a simple a process as learning to ride a bicycle with a definite point a which mastery is visibly and finally achieved for all time”.

Writing at first comes from an idea in the head, then the person who has the idea reveals and expresses it in the form of written language. However, writing is not simply a matter of expressing the ideas in good language and using a good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using ability to create unity in a text. It can be concluded that to create a good writing, students have to combine their skill of using a well-patterned language and their ability to relate sentences and paragraphs to become a united text.

The writer selects narrative text because it is a story of human experience in the past time, which has time sequence or plot. Therefore, students can arrange the composition easily.

Based on writer experience in Teaching Practice program (PPL), atSMK Gajah Mada Medan, the writer discovered most of students realized that it is not an easy step to make a good writing. The studentslack in formulatingideas from their mind into written language. To be a good writer, the writer must apply the theory of writing they have learned at class into an actual and continuous practice. One of the ways to do it is by

practicing the cohesion especially in grammatical cohesion principle appropriately in writing. Related to writing process, grammatical cohesion principle is important to improve the writing ability. By understanding the types of grammatical cohesion such as reference, substitution, ellipsis, and conjunction, the students can more understand to relate each sentences to create a good writing. Based of its function, the writer observes that writing has became one of the basic English subject beside the other language skills. Writing subject is one of the basic compulsory subjects besides Listening, Reading, and Speaking. Basically, what is taught in Writing classes is how to get the skill of Writing, both practically and theoretically. By doing so, it is hoped that the students are not only able to understand the theory, but also able to apply it in a good writing. The result showed that the students were actually able to write with good idea and good grammar, but unfortunately, they were lack of paying attention to the cohesion especially in grammatical cohesion that construct unity of the complete writing. For this reason, the writer desires to make a research entitled “An Analysis of Grammatical Cohesion Error in Writing Narrative Texts by the Eleventh Grade Students’ at SMA NEGERI 1 PAHAE JAE”.

1.2 The Problem of the Study

Based on the background of the study above, the writer identifies the problem of this study is formulated as following “What types of grammatical cohesion error are most dominant made by the students in writing narrative text by the students of eleventh grade at SMA Negeri 1 Pahae Jae?”

1.3 The Objective of the Study

To find out the most dominant types of grammatical cohesion errors in the students writing narrative text.

1.4 The Scope of the Study

The writer focused on the error analysis of grammatical cohesion at the eleventh grade students at SMA Negeri 1 Pahae Jae. There were of grammatical cohesion they are Reference, substitution, ellipsis, and conjunction. So the writer is focused on an error analysis of grammatical cohesion of eleventh grade at SMA Negeri 1 Pahae Jae.

1.5 The Significance of the Study

There are two kinds of significances in scientific study. The two significances of the study are stated as follow :

1.5.1 Theoretically

Theoretically, the result of the study is expected to be useful for the English learner to enrich the horizon of English learning theory and expected to be significant for English Writing courses by analyzing the errors of using the Grammatical Cohesion in narrative text ?

1.5.2 Practically

1. For the students to help their problems and their weakness in their studying kinds of grammatical cohesion in writing narrative text.
2. The writer : the result of this research can be used as one of the references and information to increase the knowledge of Grammatical Cohesion.

3. The teachers: it can be used as an additional reference to design better teaching material and to improve the achievement of teaching especially in teaching writing of Narrative text by knowing the errors of students in using Grammatical Cohesion in writing narrative text?

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the beginning. Theoretical framework aims to give clear concept and error analysis of grammatical cohesion in writing narrative for eleventh grade students. To describe some theories related to this research is a must in order to prevent the misunderstanding between the writer and the readers.

2.2 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. In order to make a good writing, a writer should have clear purposes. According to Harmer (2004:33), "Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward". Writing is also language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk it can be used to entertain, persuade, express feelings, inform, request, report, express opinion or ideas in written" In addition, James (1983:6) states that "Writing is hard work. But writing is also opportunity : to convey something about yourself, to

communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present".

Writing is a medium of communication that represents language through the inscription of signs and symbols. Writing is at the centre of teaching and learning in higher education, filling a range of purposes according to the various contexts in which occurs. Writing is the important skill to be mastered by students. They use it to communicate each other, as means of ideas and emotional expression. Writing is learnt, not taught, and teacher's role is to be non-directive and facilitating, providing writers with space to make their own meanings through an encouraging, positive and cooperative environment with minimal interference.

2.2.1 Writing Process

The composing processes of individual writers vary greatly, and it is difficult to draw a uniform picture of how successful writers. But even though no text come to their final form in exactly the same way, it is possible to generalize about successful writing behavior. According Calderonello(1986:5-15), there are five common components of the writing process: Inventing, planning, drafting, revising, and editing. All five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process. Elements in writing process. Those are

1. Inventing

Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any time, even during drafting. Reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method (such as a set of questions) to examine a topic are some examples of inventing activities.

2. Planning

Planning is the activity by which a writer tries to determine how to say what he wants to say. It involves answering such questions as:

1. What is my thesis and intention in this text ?
2. Who is my audience for this text ?
3. How much information is relevant to the task ?how will it be presented, in what forms and in what order ?
4. What tone (humorous, serious, ironic) is best ?

Individual writers do plan differently. Some plan as they invent: some plan largely after they invent; some plan as they draft and revise.

3. Drafting

In order to produce first draft, all writers, whether skilled or not, require certain implements: pencil and paper; a typewriter and paper; or a word processor and printer. Imagine two writers at roughly the same stage of the writing process. They both have done enough preliminary inventing and planning to have a fairly

detailed conception of what they want to say and how they think they want to say it. They are both writing first drafts that will, eventually, become finished texts. While drafting these two writers will go back and forth between inventing and planning, drafting, and even editing-that is, they revise as they write, when and if it is necessary to do so. There the similarity.

4. Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text-possibly changing the introduction, or a paragraph, or several paragraphs, or part of a paragraph, or a major argument. Revising involves adding new writing or cutting out writing, or rearranging what is written, or substituting another way of saying something. It is something a skilled writer is willing and able to do, but skilled writers do not always revise extensively every time they write.

5. Editing

Editing means polishing a piece of writing by making word-level changes: in spelling (“I’ve misspelled ‘apparent’ again”), mechanics (“I need to use a comma here”), usage (“I’d better check the past tense of ‘lie’ “), word choice (“I’ve used ‘justify’ three times in two sentences; maybe I can substitute another word”), and so on. Most often, writers edit a piece of writing at the end of the writing process, after the piece is finished in all other respects. This gives them one last opportunity to inspect the piece and to determine whether it meets their standards.

It can be stated that the purpose of writing is communicating, the relation of sentence in a writing should be coherent one another, so that the information that will be delivered by the writer can be understood by the reader and the process of writing is the writer should make an outline of what they want to write. It is done to make the process of writing controllable. The outline will help the writer elaborate the idea in the writing process.

In conclusion, writing is a mental process of inventing the ideas, expressing them into written forms, and organizing them into meaningful statement or paragraphs.

2.3 Text Genre

The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write naturally. According to Knapp & Watkin (2005:27), there are twelve types of genre, they are :

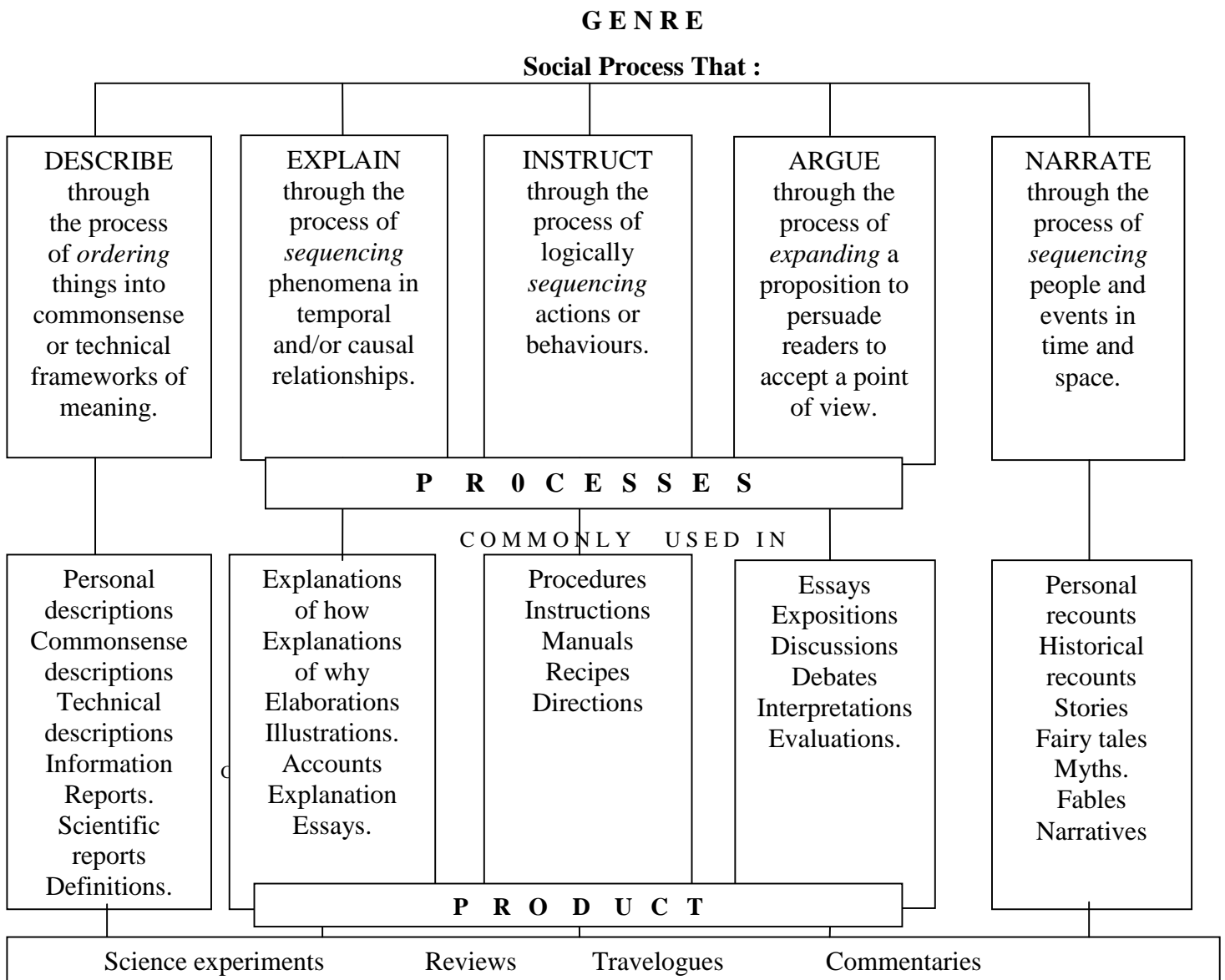


Figure 2.1 The Types of genre (Knapp & Watkin (2005:27)).

The types of genres in contemporary society are expanding and changing. This is due, in part, to the proliferation of information technologies. Considerable emphasis has been placed on students developing competencies in reading and constructing multi-modal texts. Schools, however, need to start by teaching students the basic written genres that have been developed to deal with the exchange of information and knowledge.

2.3.1 Types of Text

Knap states (2005:29), text is a language system of communication that is organized as cohesive units. Different types of texts have characteristics, depending on what they are made to do. There are many types of text, they are recount, narrative, report, explanation, descriptive, They are :

1. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

2. Narrative text

is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is that narrative mode, the set or methods used to communicate the narrative through a process narration.

3. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

4. Explanation Text

Explanation is a text which tells processes relating to forming of natural social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena.

5. Descriptive text

Descriptive writing is the clear description of people, place, objects, or events using appropriate details.

2.4 Narrative Text

Narrative is one of the most common writing types. Narrative is a type of spoken or written text which tells a story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in different ways.

Narrative text is one of texts that should be mastered by senior high school students. Narrative text is a text that tells a story; the story may be true as in the writing of history, autobiography, or news reports, and the story may also be fictional as in a short story or novel. In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. In order to teaching the students about narrative text, the teacher must be focus on how to develop the text becoming a good sequence story.

Knapp and Watkins (2005:220-221) defines, "narrative is powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a big or

macro genre in that it can easily accommodate one or more of the other genres and still remain dominant". A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narrative is a form of writing used to relate the events, stories are accidents. Its pattern of thought consists of following a sequence of action in time. In other words, narrative is a text which retells the story or previous experience. It is a text that focuses on specific participants. It is a representation of a series of events connected in temporal and causal ways. Other opinions about the definition of narrative text are said by Jo Ray & Anthony (1987:133) who said that "narrative is an organizing pattern that treats experience in dynamic rather than static terms: people interact, events come to a climax, cause leads to effect, psychological impulses are satisfied". The other opinion is James (1983:159) who said that "Narrative is a story told to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject—that is, writers often use narration to lead into the body of their writing – or in an extended form to provide a detailed, personal account of "what happened"

Narrative or narration simply tells a story or relays a sequence of events. Generally, these events are told in chronological order which is the order, which is the order in which they happened. Its function is to entertain and amuse people.

2.5 Error

Error is a natural part of language learning. It is impossible that learners never make any errors in language learning. Errors can occur in Phonological, Grammatical, and Semantic Level. Actually, the learner's errors do always have

feedback for themselves. In learners' error, the teacher will also know in which part of the subject matter that most students make errors and most students do not. The teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis. Carl James (1998:1) states error is likewise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*.

From that explanations, the writer states that errors are the human natural part and every people definitely ever make some errors.

2.5.1 Error Analysis

Error Analysis is the identification, description and explanation of errors that occur both in spoken and written form. According to Brown (2000: 218) error analysis is the fact that learners do the errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. Richards et.al (1985:96) states that error analysis is the study of errors made by the second and foreign language learners. Crystal (1987:112) adds that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Error analysis is used to show students' problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Corder.(1981:25) adds that learners errors are significant in three different ways. Firstly, errors can tell the teacher about the progress of the learner

and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned; therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again. From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Furthermore, the result of error analysis will inform teacher some problems faced by students.

2.5.2 The Types of Error

There are many types of error. According to Corder (1981: 36) Errors are still classified on a superficial basis as:

1. Error of Omission

It is sentence which one of its aspect (word) is omitted

Ex :

1). *I read magazine.*

Should be *:I read a magazine* because the sentence above the determiner "a" is omitted.

2). *Daniel eats orange*

Should be :*Daniel eats an orange* because the sentence above the determiner “an” is omitted.

2. Error of Addition

It is a sentences where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentences where should not be added there.

Ex :

1). *Does have you lunch?*

Should be :*Have you had lunch?* Because the sentence above the auxiliary “does” is added.

2). *Do have you seen Siska?*

Should be :*Have you seen Siska?*Because the sentence above the auxiliary “do” is added.

3). *I am go to office everyday*

Should be :*I go to office everyday.* Because the sentence above to be “am” is added.

3. Error of Misformation

It is a sentence which one of its aspect (word) is subsituted by another.

Ex :

1). *Your dress is different with them*

Should be :*Your dress is different from theirs* because the sentence above should use the reflexive pronoun “theirs” instead of “them” as an object.

2). *We take we flowers*

Should be :*We take our flowers* because the sentence above should use the possessive pronoun “our” instead of “we” as a subject.

3). *She hair is long*

Should be :*Her hair is long* because the sentence above should use the possessive pronoun “her” instead of “she” as a subject.

4. Error of Misordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1). *I don't know what does he want*

She said that she wants a cup of tea

The first sentence is wrongly word ordered, and thesecond one is wrongly sequence of time.

2). *They are students good*

Should be : *they are good students* because the sentence above, the rule of structure is not suitable.

3). *I write a letter yesterday*

Should be : *I wrote a letter yesterday* because the sentence above the sequenced of time is wrong.

2.6 Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by clause structures and clause complexes. In other words, cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relation in meaning.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it. Moreover, in English writing, the use of cohesion in connecting sentence into a good paragraph is something difficult by students. This happens because students are difficult to select appropriate words to be used in sentences, and they are difficult to use coherence devices in their writing. According to Taboada (2004:159) stated that "Cohesion is part of the system of a language, and like other semantic relations, it is expressed through the stratal organization of language." An the other opinion, According to Bex (1996 :91) considers cohesion as residing in the semantic and grammatical properties of language. Cohesion guides the ways in which units of

the text are to be understood in relation to each other. Cohesion concern the ways in which texts can refer to themselves and it typically achieved through the use of grammatical devices and lexical repetition. cohesion expresses the continuity that exist between one part of text and another one. This continuity is significant from two aspects. On the one hand, that continuity shows at each stage in the discourse the points of relations or contact whit what has been said before. Grammatical cohesion is established by use of the grammatical elements of the text expresses the semantic links within and between the sentences.

2.7 Grammatical Cohesion

Grammatical cohesion refers to the interconnected way to construct sentences in a grammatical form. To achieve the grammatical cohesion, there are some grammatical devices that have summarized by Halliday they are reference, substitution, ellipsis, and conjunction.

a. Reference

Taboada (2004:160)state that “Referenceis, with exceptions in the demonstrative adverbs, part of the systemof determiners in the noun phrase.The referring item is one that cannotbe interpreted semantically on its own, but needs to find its resolution somewhereelse.We have already seen how the pointing can be exophoric, that is, tothe context of the text.Reference is defined as a particular type of cohesion which has specific meaning of information that is referred to Halliday and Hassan It uses other signaling items (words or parts) in making meaning instead of semantic meaning of that reference. Reference is systems which introduce and track the identify of participants through text.

a. Personal Reference

Is a reference by means of function in the speech situation, through the categories of person, such as I, me, you, we, us, him, etc. the category personal includes the three classes of personal pronoun, possessive pronouns (mine, yours, ours, etc). for example:

a) Cathy is the new student from Australia.

b) She sits next to me

In the second sentence, she refers Cathy to in the preceding sentence.

The word she is personal reference. It is called pronoun of the third person singular which is grammatically function as a head.

b. Demonstrative Reference is a reference by means of location, on scale of proximity. In the case of demonstrative, the words this, these, that, those, here, now, there, the, and then are used. Halliday and Hasan add this , these, and here imply proximity to the speaker, that, those, and there imply distance from the speaker. The use of demonstrative reference is shown the example below.

a) There seems to have been a great deal of sheer carelessness. this is what I can't understand.

b) There seems to have been a great deal of sheer carelessness. yes, that what I can't understand.

The basic sense of this is one proximity, this refers to something as being near, that refers to something as being not near. The that term tends to be more inclusive, though the two are more evenly balanced in English than their equivalents in some other languages. Proximity is

typically from the point of view of the speaker, so this means ‘near me’.

c. **Comparative Reference**

In comparative reference, the reference items still signals you know which, not because the same entity is being referred to which what I am now talking about it the same or different, like or unlike, equal or unequal, more or less.

For example:

- a) It’s the same cat as the one we saw yesterday;
- b) It’s a similar cat as the one we saw yesterday; and
- c) It’s a different cat from the one we saw yesterday.

The referent was the one we saw yesterday, and the comparative same, similar and different were pointing forward to it.

a. Substitution

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is referred to should have the same semantic property.

a. **Nominal Substitution**

In nominal substitution, there are three items that occur as substitutes: one, ones, and same.

Example: There are some new tennis balls in the bag. These ones have lost their bounce.

The underlined in the second sentence above, this is one, is the substitutions of tennis ball in the preceding sentence. And so, the word one in the second sentence illustrates cohesion based on substitution.

b. Verbal Substitution

Example: you think Jhon already knows? I think every bodydoes.

The word does in the sentence above, is the substitution of knows in the preceding sentence.

c. Clausal Substitution

Example: it is going to rain? I think so

The word so in the sentence above, is the substitution of going to rain in the preceding sentence.

C. Ellipsis

According to J. Mcshane(2005:3) “Ellipsis is a universal property of natural language, but its scope and means of realization differ substantially from language to language. Considering the ubiquity of this phenomenon, it may seem rather surprising that ellipsis studies are relatively undeveloped or, at least, lack breadth and depth of coverage”. Ellipsis is simply ‘substitution by zero’, where understood is used in the special sense of ‘going without saying’. As substitution, there are three types of ellipsis:

1. Nominal ellipsis

Example : Dika brought some carnations and Putri sonic sweet peas.

Ellipsis item : brought in the second clause.

2. Verbal ellipsis

Example : have you been swimming? Yes, I have.

Ellipsis item : been swimming in the second clause.

3. Clausal ellipsis

Example : what was the duke going to do?-Plant a row of poplars in
the park.

Ellipsis item : the duke was going to in the second clause.

d. Conjunction

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, action and states of affairs. In other words, it is not what linguists call an anaphoric relation. However, it is a cohesive device because it signals a relationship that can only be fully understood through reference to other parts of the text.

Ossisanwo in Omolade (2011:29) identifies the following types of conjunction as follows:

a. Adversative Conjunction

Example: Carol, however, changed her behavior because she wanted to become part of a new group.

b. Additive Conjunction

Example: No one wants to be rejected. And to prevent rejection we change our behaviors often.

c. Temporal Conjunction

Example: A friend of mine went to an-out stage college. Before she left, she expressed her feelings about playing role to win new friend.

d. Causal Conjunction

Example: Today's society sets the standards. The people more or less follow it. Consequently, there exists the right behavior for the specific.

2.8 Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Grammar though is not included as the four main skill that expected to be mastered in English language learning, may not be considered as a trifling matters. Grammar is important because is the language that makes it possible for us talk about the language. Patel and Jain (2008:17) state, grammar is an attempt to develop concept, principles and rules relating to usage and the structure of language. Grammar provides a stock of ideas and understanding that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language form and in the correction of errors.

The knowledge o grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect. The genre and grammar model of language we are describing requires use to become aware of the forms the language takes in the social contexts in which text are commonly used.

2.9 Previous Research

The research will describe some these that are previous research to make the thesis arrangement easier and easy to understand better the follow:

1. **An error analysis of Grammatical Cohesion in Argumentative Essay by Norwegian and Russian Learners** by Anastasia Tsareva. This thesis has several purposes. The main goal is to reveal what types of error grammatical cohesive relations are displayed in argumentative essays of academic written English. For this purpose the International Corpus of Learner English (ICLE) has been chosen to study how Norwegian and Russian learners of English construct their composition. An attempt is made to show how various grammatical elements functions as cohesive links for sentences and independent clauses. In order to achieve this goal, four major types of grammatical cohesion have been studied. There are similarities between this study. First, the instrument of this study is text. Third, both studies have implications for teaching the English language writing. The differences are: first, this journal focuses on the students error of grammatical cohesion in Essay text, whereas this study only focuses on grammatical cohesion in writing narrative text. Second this journal presented in the Electronic Textbook of Senior High School, while this study produced in students' writing paper. Third, this journal focuses on grammatical and lexical cohesion, while this study focuses on the grammatical cohesion.

2. **Cohesion in narrative texts Presented In The Electronic Textbook Of Senior High School Grade X** by Astri Olivia Kuncahaya. She said that there is a factor that effects cohesion, namely the number of sentences in atext. The number of sentences will affect the use of cohesive ties. Text which high cohesion tend to have more sentences than texts with middle and low cohesion. The highly cohesive texts employ more cohesive devices because there are more ideas to connect in relation to the number of sentences. The finding of this research, it is implied that the analysis of cohesion can be a means of analyzing the compatibility of texts as language inputs. Thus, in order to be able to selected the teaching material, the teacher should know and master the cohesion analysis. This research is expected to be contribute enough the process of deciding which texts should be included in the Textbooks. There are Three similarities between this study. First, both studies investigate the cohesive device consisting of grammatical cohesion. Second, the instrument of this study is text and conduct in the classroom. Third, both studies have implications for teaching the English language writing. The differences is this journal presented in the Electronic Textbook of Senior High School, while this study produced in students' writing paper.

Based on both previous research above, the writer concludes that the grammatical cohesion influences the students writing paper. When the students have more knowledge about the grammatical cohesion they will more understand to relate each sentence that they have to construct a good

writing. This research will be focused in analyzing the students error in using grammatical cohesion in narrative text.

2.10 Conceptual Framework

Writing is generally a process to communicate between the writer and reader through the text. In writing, the writer gathers the information and ideas that will be told to readers by doing steps such as selecting, combining, arranging and developing ideas in order to make good sentences and paragraphs. In making a good paragraph we can call it as process writing. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polish an comprehensible to reader.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Errors arises only when there was no intention to commit one. Actually making error or mistake when they write or speak although the language is their mother tongue therefore it is their second language. Learners commonly make errors in writing skill. They are unable to write by using connect grammatical rules.

Cohesion is all about the relation of meaning that exist within the text, and that define it as a text. It defines something as a text because a text is unit of meaning, not a form. Cohesion is the source of the text that has a range of meanings related to what is being spoken and written to its semantic environment (jabeen, at all, 2013: 139). Cohesion refers to the range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before or what follows in a text (Bae 2001:55).

Cohesion falls into two major groups: grammatical cohesion and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collection. This is because both of them are established by two different elements. They are grammar and words. In the lexico-grammatical level, the distinction can absolutely be drawn.

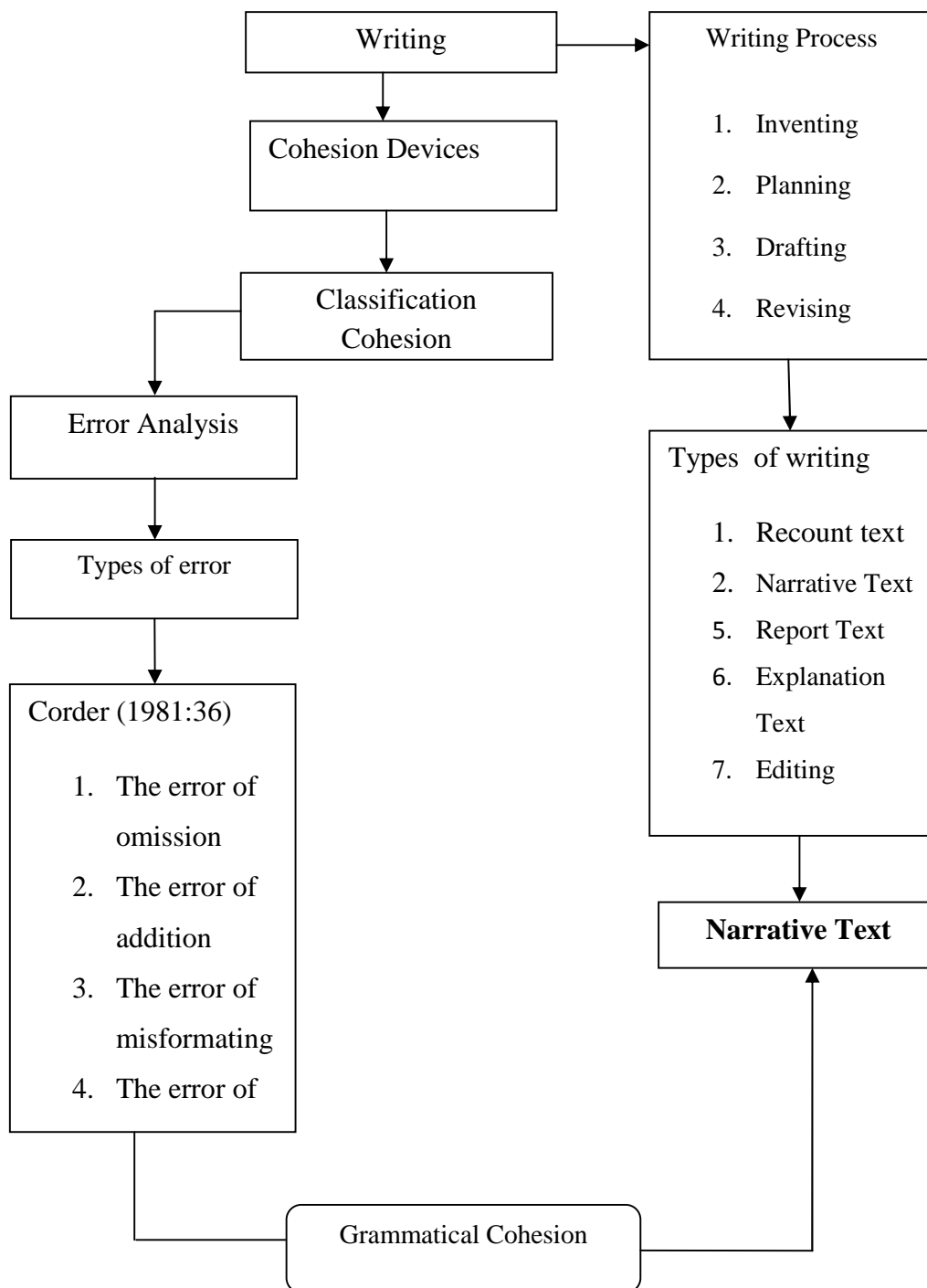


figure 2.2: An Analysis Of Grammatical Cohesion Error In Writing Narrative Text By The Eleventh Grade Students At SMA Negeri 1 Pahae Jae (Swina:2018)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This writer used descriptive qualitative research. Fred and Perry (2005:75) states that “qualitative research is characterized by verbal description its data”. Its means the data of the study was analyzed by describing, identifying, and analyzing the text. Descriptive research meant that the data of this study was described or explained. The researcher used this method because the intention of this study described the analysis of cohesive devices used in narrative text at eleventh grade in Senior High School.

3.2 Subject of the Study

The Subject of this research was the eleventh grade students of SMA Negeri 1 Pahae Jae . The writer selected one class from two parallel classes namely XI IPA and XI IPS. The subject was taken randomly by applying the random sampling technique. The writer chose the XI IPA as the subject of this research that consisted of 30 students.

3.3 Instrument of Collecting Data

In collecting the data, the writer applied one instrument to elicit students' grammatical cohesion errors. The instrument was writing test. The students were assigned to write a narrative text.

3.4 Technique of Collecting Data

In collecting the data, the writer did some steps to identify the students' error of using grammatical cohesion in their writing of narrative text. The writer took the following steps:

1. Collecting the student's writing about Narrative text.
2. Checking the students' writing to find out the errors that made of students.
3. Identifying the students' grammatical cohesion by underlining every error from the students writing test.
4. Classifying the types of error based on the types of grammatical cohesion.

3.5 Technique of Analyzing Data

After collecting the data, the writer analyzed by the collecting data to achieve the intended objectives. Based on the descriptive qualitative research applies in this study, the writer analyzed the data of the study with the following steps:

1. Identification

After collecting the student's work, the writer was identified the students' error by underlining the errors.

2. Classification

The writer was identified the students error in using the grammatical cohesion. According to S. P. Corder (1981: 36) Errors are still classified on a superficial basis as: error of omission, error of addition, error of

misforming and error of misordering. In this study, the writer was analyzed the error by using a theory of error by Corder.

3. Concluding

After analyzing the data based on the Corder's theory of error analysis, the writer was concluded the analyzed data.

CHAPTER IV
DATA ANALYSIS, RESEARCH FINDING
AND DISCUSSION

4.1 Data Analysis

In this study, the writer applied descriptive qualitative method. here, the writer had one data such as errors.

The first data about errors was conducted in one class with 30 students of XI IPA-1 at SMA Negeri 1 Pahae Jae. The writer chose All the students' paper will be analyzed. After getting the data, the writer wanted to analyzed the errors in the students' paper in writing a narrative text. After the data of students' errors had been collected, the writer identified the errors, especially in Grammatical Cohesion. There were four types of grammatical cohesion such as, Reference, Substitution, ellipsis, and conjunction. Based on the error occurrences, the writer classified the errors that occur into some categories as well.

1. Addition, errors are were the presence of an item which must not appear.
2. Misformation, errors are were the characterized by the use of the wrong from of the morpheme or structure.
3. Omission, errors are were the absence of an item that must appear.
4. Misordering, errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

By using these categories, the writer classified the errors in the data analysis.

4.1.1 Types of Error

4.1.1.1 Error of Addition

Data 1

1. *Long time ago there was a king **and a king lived** with his daughter.*
2. *The daughter's name is snow white **and snow white** also lived with her step mother.*
3. *The first man was rich and **he** always wore good clothes to show to everyone that he was rich.*
4. *Day by day Malin Kundang grew up **and he** became a young but strong man, brave and had a big dream to be a successful rich man.*
5. *The western half of Nusa Tenggara is master **and denser** vegetation.*
6. *After the step mother become a new queen and **the step mother** killed the king.*
7. *The donkey grumbled “ I slave all they long while the dog sleeps on master's lap and **the dog** eats from his plate”.*
8. *Long time ago there was a king **and a king lived** with his daughter.*

Analysis 1

In sentence 1, the student made some error. They were there was edition of ellipsis The sentence is a kind of ellipsis because the words “**and a king lived**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and he lived** .

In sentence 2, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the words “**and snow white** ” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and**.

in sentence 3, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the word “**he**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and**.

In sentence 4, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the word “**and he**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and**.

In sentence 5, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the word “**and**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **has**.

In sentence 6, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the words “**the step mother**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **she**.

In sentence 7, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the word “**the dog**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and**.

In sentence 8, the student made some error, they were there was edition of ellipsis. The sentence is a kind of ellipsis because the words “**and a king lived**” should be replaced by nothing, because without the word “king” someone still understand the meaning. So, it should be **and he lived**. So, it should be:

1. *Long time ago there was a king **and he lived** with his daughter.*
2. *The daughter’s name is snow white **and** also lived with her step mother.*
3. *The first man was rich and **he** always wore good clothes to show to everyone that he was rich.*
4. *Day by day Malin Kundang grew up **and** became a young but strong man, brave and had a big dream to be a successful rich man.*
5. *The westen half of Nusa Tenggara is master **has** denser vegetation.*
6. *After the step mother become a new queen and **she** killed the king.*
7. *The donkey grumbled “ I slave all they long while the dog sleeps on master’s lap and **and** eats from his plate”.*
8. *Long time ago there was a king **and he lived** with his daughter.*

4.1.1.2 Error of Misformation

Data 2:

1. *One upon a time in west java, Indonesia lived a wise king who had a beautiful daughter. **The** name is Dayang Sumbi.*
2. *They were all disappeared, he did not want to disappoint **her** mother so he killed Tumang.*
3. *There was a scar in **he** head. She also repelled in his head. she also repelled her son*
 4. *Once upon a time, **those** were two close friends who were walking through the forest together.*
 5. ***Some of friends** knew that anything dangerous can happen anytime in the forest.*
 6. *While making **the** way up, she slipped and fell unintentionally into the water.*
 7. *He ager to have a son very much but **the** wife passed away several years ago.*
 8. ***Her** next day, he got an idea to make a puppet in order not to be lonely again.*
 9. *Gappeto prayed to the God to be come a really boy, he always though it on **her** mind in **her** dream.*
 10. *When he was a weakened by a tiny mouse running across**him** body.*

11. **Her** next the lion and little mouse friends.
12. Look at my long legs! Very so swift no one would dare race **Iandall** the animals of field.
13. Village not visible again and like **here** to mention is like Toba.
14. Sangkuriang was a boy who liked to hand and hutting. **Heis** always accompanied by his dog.
15. Both of that rich man and the poor man remembered that the old beggar **on** the bridge was similar to the king.
16. **Were** was the time when the earth was sick because of pollution. The earth was no more a suitable planet to live because it was too hot.
17. At one of Island in the Northern earth, there was **an** white bear living alone.
18. In the Bear sleep, **he** dreamed to be a bird. **He** flew around to see the earth from above.
19. He only saw a white bear like **his** dying and floating at the surface of the sea.
20. He was so sad and **so** flew away.
21. Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, **whose** lived in a warm stable and got plenty of fresh grain and sweet.
22. **Her** next day the crocodile could not stay any longer to the lake. **Its** finally walked to the ground.
23. Her next day, the crocodile could not stay any longer to the lake. **Its** finally walked to the ground.
24. One day, Malin Kundang asked for **her** mother's blessing to get some job outside his village.
25. Long-long ago, there was a pour farmer living in an ugly house **her** wife.
26. **Whose** poor family had a cocky rich neighbour who always mocked them but the farmer and his wife were never angry with that.
27. **Her** next day the cocky neighbour jealous to the farmer success.
28. One upon a time, **here** was a single father with a very beautiful daughter named Cinderella. Her mother had rested in peace in heaven.
29. Nusa Tenggara is **her** name for the chain of islands which lies to the east.
30. One day there **isa** princes in west java hernameDayangSumbi.
31. The bandits were very angry at frankun on took **his** with them while the prince and pater want safely going back to the capital.
32. The animals where astonished for **them** knew the tortoise was the slowest of them tall.
33. Once upon a time father to mention child fish happened down pour and village not visible again and like **here** to mention is like Toba.

34. When he searched **his** on the sea big wave smashed **his**. He was than in while stomach when he awoke.
35. **Her** next morning, Pinocchio was kidnapet by the owner of circus.
36. One day, at the farm there was a hen with her 7 eggs. The one of **these** eggs was too big for the usual hen's egg.
37. All chicken at that farm laughed at that ugly chick and every day **them**mocked him.
38. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with **him** new family.
39. Once upon a time, **here** was a king with a daughter named Snow White.
40. **Her** stepmother always asked who the most beautiful lady in this world was and the answer was always the stepmother.
41. She told **they**about her story and the dwarfs decided to help her. Snow White lived together with seven dwarfs peacefully in the wood.
42. Tree day letter there was a prince who had loss in the wood and couldn't find the way back home. He found the dwarfs' home and came to ask the way back to **her** kingdom.
43. He was so sad and then flew away. **This** was the last dream in the last sleep of the white bear before he died peacefully and silently on a drowned of the last melted ice.
44. In the morning, **where** was a bird that told him about his parents. The bird had seen his parent after traveling from the west side of the jungle.
45. The bird said that his parents were caught by some humans and brought **their** at a house.
46. The parents told to **his** baby that the place was a home for all orang utan that had no more homes in the forest.
47. He was good in fighting and **here** was no one could win in fighting with him.
48. He was actually looking for Arok for special purpose **this** was educated him to be the king as it was destined.
49. He ager to have a son very much but **the** wife passed away several years ago.
50. He only saw a white bear like **his is** dying and floating at the surface of the sea.
51. Both of that rich man and the poor man remembered that the old beggar **on** the bridge was similar to the king.
52. Once upon a time, **here** were two close friends who were walking through the forest together.

53. *One morning, a fool woke up and thought he needed a donkey. He went to a town. **They** were many donkeys in a donkey stall. Then, he decided to buy one donkey with long, floppy, silky ears.*
54. *Along the way home, two boys saw him. **These** boys thought that they could steal that donkey from the fool.*
55. ***Her** Next day, he went back to same house and took second daughter. But same thing happened to her.*
56. *Her next day, the crocodile could not stay any longer to the lake. **Its** finally walked to the ground.*
57. *When wizard came back, **these** girls with their parents dragged him into that forbidden chamber, locked the door and set fire to wizard's house.*
58. *All chicken at that farm laughed at that ugly chick and every day **them** mocked him.*

Analysis 1:

In sentence 1, a student made some error. They were there was misformation of reference a student made an error reference because the word refers to in the preceding sentence. So, it should be **Her** name is Dayang Sumbi

In sentence 2, a student made some error. They were there was misformation of reference a student an error In the correct sentence **his** means the function in speech situation through the category of personal person

In sentence 3, a student made some error. They were there was misformation of reference In the correct sentence “**his**” means the function in speech situation through the category of personal person.

In sentence 4, a student made some error. They were there was misformation of reference a student made some error In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 5, a student made some error. They were there was misformation of reference a student made and error because In the correct

sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 5, a student made some error. They were there was misformation of reference In the correct sentence **they** means the function in speech situation through the category of personal person

In sentence 6, a student made some error. They were there was misformation of reference In the correct sentence **her** means the function in speech situation through the category of possessive pronoun.

In Sentence 7, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of possessive adjective.

In Sentence 8, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In Sentence 9, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of possessive adjectives.

In Sentence 10, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of possessive adjectives.

In Sentence 11, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In Sentence 12, a student made some error. They were there was misformation of reference In the correct sentence **me** means the function in speech situation through the category of possessive pronoun.

In sentence 13, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 14, a student made some error. They were there was misformation of reference In the correct sentence **was** means the function in speech situation through the category of to be.

In sentence 15, a student made some error. They were there was misformation of reference In the correct sentence **at** means the function in speech situation through the category of preposition.

In sentence 16, a student made some error. They were there was misformation of reference In the correct sentence “**it**” means the function in speech situation through the category of personal person

In sentence 17, a student made some error. They were there was misformation of reference In the correct sentence **a** means the function in speech situation through the category of determiner.

In sentence 18, a student made some error. They were there was misformation of reference In the correct sentence “**it**” means the function in speech situation through the category of personal person.

In sentence 19, a student made some error. They were there was misformation of reference In the correct sentence **him** means the function in speech situation through the category of possessive pronoun.

In sentence 20, a student made some error. They were there was misformation of reference In the correct sentence **then** means the function in speech situation through the category of adverb.

In sentence 21, a student made some error. They were there was misformation of reference In the correct sentence **was** means the function in speech situation through the category of to be.

In the sentence 22, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In sentence 23, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of personal pronoun.

In sentence 24, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of personal pronoun.

In sentence 25, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of personal pronoun.

In sentence 26, a student made some error. They were there was misformation of reference In the correct sentence **“there”** means the function in speech situation through the category of phrase.

In sentence 27, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In sentence 28, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 29, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of personal pronoun.

In sentence 30, a student made some error. They were there was misformation of reference Sangkuriang was a boy who liked to hand and hutting. he **was** always accompanied by his dog.

In sentence 31, a student made some error. They were there was misformation of reference In the correct sentence **him** means the function in speech situation through the category of personal pronoun.

In sentence 32, a student made some error. They were there was misformation of reference In the correct sentence **they** means the function in speech situation through the category of personal pronoun.

In sentence 33, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 34, a student made some error. They were there was misformation of reference In the correct sentence **him** means the function in speech situation through the category of personal pronoun.

In sentence 35, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In sentence 36, a student made some error. They were there was misformation of reference In the correct sentence **those** means the function in speech situation through the category of determiner.

In sentence 37, a student made some error. They were there was misformation of reference In the correct sentence **they** means the function in speech situation through the category of personal pronoun.

In sentence 38, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In sentence 39, a student made some error. They were there was misformation of reference In the correct sentence **“there”** means the function in speech situation through the category of phrase.

In sentence 40, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of determiner.

In sentence 41, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of personal pronoun.

In sentence 42, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of personal pronoun.

In sentence 43, a student made some error. They were there was misformation of reference In the correct sentence **it** means the function in speech situation through the category of personal pronoun.

In sentence 44, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 45, a student made some error. They were there was misformation of reference In the correct sentence **them** means the function in speech situation through the category of personal pronoun.

In sentence 46, a student made some error. They were there was misformation of reference a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of personal pronoun.

In sentence 47, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 48, a student made some error. They were there was misformation of reference In the correct sentence **that** means the function in speech situation through the category of conjunction.

In sentence 49, a student made some error. They were there was misformation of reference In the correct sentence **his** means the function in speech situation through the category of personal pronoun.

In sentence 50, a student made some error. They were there was misformation of reference In the correct sentence **him** means the function in speech situation through the category of personal pronoun.

In sentence 51, a student made some error. They were there was misformation of reference In the correct sentence **at** means the function in speech situation through the category of personal pronoun.

In sentence 52, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 53, a student made some error. They were there was misformation of reference In the correct sentence “**there**” means the function in speech situation through the category of phrase.

In sentence 54, a student made some error. They were there was misformation of reference In the correct sentence **those** means the function in speech situation through the category of determiner.

In sentence 55, a student made some error. They were there was misformation of reference In the correct sentence **the** means the function in speech situation through the category of personal pronoun.

In sentence 56, a student made some error. They were there was misformation of reference In the correct sentence **at** means the function in speech situation through the category of personal pronoun.

In sentence 57, a student made some error. They were there was misformation of reference In the correct sentence **those** means the function in speech situation through the category of determiner.

In sentence 58, a student made some error. They were there was misformation of reference In the correct sentence **those** means the function in speech situation through the category of personal pronoun. So, it should be:

1. *One upon a time in west java, Indonesia lived a wise king who had a beautiful daughter. **Her** name is Dayang Sumbi.*
2. *They were all disappeared, he did not want to disappoint **her** mother so he killed Tumang.*
3. *There was a scar in **his** head. She also repelled in his head. she also repelled her son*
4. *Once upon a time, **there** were two close friends who were walking through the forest together.*
5. ***They** knew that anything dangerous can happen anytime in the forest.*
6. *While making **her** way up, she slipped and fell unintentionally into the water.*
7. *He ager to have a son very much but **his** wife passed away several years ago.*
8. ***The** next day, he got an idea to make a puppet in order not to be lonely again.*
9. *Gappeto prayed to the God to be come a really boy, he always though it on **his** mind in **his** dream.*
10. *When he was a weakened by a tiny mouse running across **his** body.*
11. ***The** next the lion and little mouse friends.*
12. *Look at my long legs! Very so swift no one would dare race **me** and all the animals of field.*
13. *Village not visible again and like **there** to mention is like Toba.*
14. *Sangkuriang was a boy who liked to hand and hutting. He **was** always accompanied by his dog.*
15. *Both of that rich man and the poor man remembered that the old beggar **atthe** bridge was similar to the king.*
16. ***It** was the time when the earth was sick because of pollution. The earth was no more a suitable planet to live because it was too hot.*
17. *At one of Island in the Northern earth, there was **an** white bear living alone.*
18. *In the Bear sleep, **it** dreamed to be a bird. **it** flew around to see the earth from above.*
19. *He only saw a white bear like **him** dying and floating at the surface of the sea.*
20. *He was so sad and **then** flew away.*
21. *Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, **where** lived in a warm stable and got plenty of fresh grain and sweet.*
22. ***The** next day the crocodile could not stay any longer to the lake. Its finally walked to the ground.*

23. *Her next day, the crocodile could not stay any longer to the lake. **It** finally walked to the ground.*
24. *One day, Malin Kundang asked for **his** mother's blessing to get some job outside his village.*
25. *Long-long ago, there was a poor farmer living in an ugly house **his** wife.*
26. ***There** poor family had a cocky rich neighbour who always mocked them but the farmer and his wife were never angry with that.*
27. ***The** next day the cocky neighbour jealous to the farmer success.*
28. *One upon a time, **there** was a single father with a very beautiful daughter named Cinderella. Her mother had rested in peace in heaven.*
29. *Nusa Tenggara is **his** name for the chain of islands which lies to the east.*
30. *One day there **was** a prince in west java her name Dayang Sumbi.*
31. *The bandits were very angry at Frankun on took **him** with them while the prince and father want safely going back to the capital.*
32. *The animals were astonished for **they** knew the tortoise was the slowest of them tall.*
33. *Once upon a time father to mention child fish happened down poor and village not visible again and like **there** to mention is like Toba.*
34. *When he searched **him** on the sea big wave smashed **him**. He was then in while stomach when he awoke.*
35. ***The** next morning, Pinocchio was kidnapped by the owner of circus.*
36. *One day, at the farm there was a hen with her 7 eggs. The one of **those** eggs was too big for the usual hen's egg.*
37. *All chicken at that farm laughed at that ugly chick and every day **they** mocked him.*
38. *Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with **his** new family.*
39. *Once upon a time, **there** was a king with a daughter named Snow White.*
40. ***The** stepmother always asked who the most beautiful lady in this world was and the answer was always the stepmother.*
41. *She told **them** about her story and the dwarfs decided to help her. Snow White lived together with seven dwarfs peacefully in the wood.*
42. *Tree day later there was a prince who had lost in the wood and couldn't find the way back home. He found the dwarfs' home and came to ask the way back to **his** kingdom.*
43. *He was so sad and then flew away. **it** was the last dream in the last sleep of the white bear before he died peacefully and silently on a drowned of the last melted ice.*

44. In the morning, **there** was a bird that told him about his parents. The bird had seen his parent after traveling from the west side of the jungle.
45. The bird said that his parents were caught by some humans and brought **them** at a house.
46. The parents told to **the** baby that the place was a home for all orang utan that had no more homes in the forest.
47. He was good in fighting and **there** was no one could win in fighting with him.
48. He was actually looking for Arok for special purpose **that** was educated him to be the king as it was destined.
49. He ager to have a son very much but **his** wife passed away several years ago.
50. He only saw a white bear like **him** dying and floating at the surface of the sea.
51. Both of that rich man and the poor man remembered that the old beggar **at** the bridge was similar to the king.
52. Once upon a time, **there** were two close friends who were walking through the forest together.
53. One morning, a fool woke up and thought he needed a donkey. He went to a town. **there** were many donkeys in a donkey stall. Then, he decided to buy one donkey with long, floppy, silky ears.
54. Along the way home, two boys saw him. **Those** boys thought that they could steal that donkey from the fool.
55. **The** Next day, he went back to same house and took second daughter. But same thing happened to her.
56. Her next day, the crocodile could not stay any longer to the lake. **It** finally walked to the ground.
57. When wizard came back, **those** girls with their parents dragged him into that forbidden chamber, locked the door and set fire to wizard's house.
58. All chicken at that farm laughed at that ugly chick and every day **they** mocked him.

4.1.1.3 Error of Omission

Data 3:

1. For a couple of month after marriage, the father passed away. **Then when**, the step mother and sisters of Cinderella showed their real face.
2. That crocodile hiding under the surface of the lake for a long time, **and** there was not yet any prey approaching that lake to drink.
3. **But suddenly** they saw a large bear getting closer toward them.
4. The hunter dropped his net **but** the dove flew away quickly from this net.

5. *One hot day, an was seeking for some water, **then when** walking around for a moment.*
6. *The hunter dropped his net **but** the dove flew away quickly from this net.*
7. *The lion then grabbed the frightened mouse with his hug paws **but** opened his mouth to swallow him directly.*
8. *Once then was a here who used to laugh scornfully at a tortoise because he plodded along **and** slowly.*
9. *All the animals of field **but** forest where tired of hearing the hare brag.*
10. *All the animals of field **but** forest where tired of hearing the hare brag.*
11. *The animals where astonished for the knew the tortoise was the slowest of them tall **but** the here.*
12. *That rich man got angry and he scolded that old beggar because disturbing his way. **Before it**, the rich man went away without giving anything.*
13. *He was the only one that could survive **so** he lived in the last piece of small ice from that island*
14. *The ice had melted **than** disappeared. He only saw a white bear like him dying and floating at the surface of the sea.*
15. *Finally, giving up, the fox turned up his nose and said, “They’re probably sour anyway,” **or** proceeded to walk away.*

Analysis 3

In sentence 1, a student made an error because there was no Conjunction there. The sentence is a kind of conjunction because “**then , when**” in that sentence is not suitable and “then when,” it’s not a conjunction it should be, “**after that**”.

In sentence 2, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word “**and**” it’s not suitable to used in the sentence before. So, it’s should be “**but**”

In sentence 3, student made an error because there was no Conjunction there. The sentence is a kind of conjunction because “**but suddenly** ” in that

sentence is not suitable and “then when,” it’s not a conjunction it should be, **“suddenly”**.

In sentence 4, The sentence is a kind of conjunction but the word **“and”** it’s not suitable to used in the sentence before.

In sentence 5, student made an error because there was no Conjunction there. The sentence is a kind of conjunction because **“then , when”** in that sentence is not suitable and “then when,” it’s not a conjunction it should be, **“after that”**.

In sentence 6, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word **“and”** it’s not suitable to used in the sentence before. So, it’s should be **“but”**

In sentence 7, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word **“and”** it’s not suitable to used in the sentence before. So, it’s should be **“but”**

In sentence 8, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word **“and”** it’s not suitable to used in the sentence before. So, it’s should be **“so”**

In sentence 9, The sentence is a kind of conjunction but the word **“and”** it’s not suitable to used in the sentence before. So, it’s should be **“but”**

In sentence 10, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word “**and**” it’s not suitable to used in the sentence before. So, it’s should be “**but**”

In sentence 11, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word “**and**” it’s not suitable to used in the sentence before. So, it’s should be “**but**”

In sentence 12, student made an error because there was no Conjunction there. The sentence is a kind of conjunction because “**before it ,after that** ” in that sentence is not suitable and “then when,” it’s not a conjunction it should be, “**after that**”.

In sentence 13, The sentence is a kind of conjunction but the word “**so**” it’s not suitable to used in the sentence before. So, it’s should be “**and**”

In sentence 14, student made an error because there was no Conjunction there. The sentence is a kind of conjunction but the word “**then**” it’s not suitable to used in the sentence before. So, it’s should be “**and**”

In sentence 15, The sentence is a kind of conjunction but the word “**or**” it’s not suitable to used in the sentence before. So, it’s should be “**and**” . So, it should be:

1. *For a couple of month after marriage, the father passed away. **After that** , the step mother and sisters of Cinderella showed their real face.*
2. *That crocodile hiding under the surface of the lake for a long time, **but** there was not yet any prey approaching that lake to drink.*
3. ***After** they saw a large bear getting closer toward them.*
4. *The hunter dropped his net **but** the dove flew away quickly from this net.*

5. *One hot day, an was seeking for some water, **after** walking around for a moment.*
6. *The hunter dropped his net **and** the dove flew away quickly from this net.*
7. *The lion then grabbed the frightened mouse with his hug paws **and** opened his mouth to swallow him directly.*
8. *Once then was a here who used to laugh scornfully at a tortoise because he plodded along **so** slowly.*
9. *All the animals of field **and** forest where tired of hearing the hare brag.*
10. *All the animals of field **and** forest where tired of hearing the hare brag.*
11. *The animals where astonished for the knew the tortoise was the slowest of them tall **and** the here.*
12. *That rich man got angry and he scolded that old beggar because disturbing his way. **After that** , the rich man went away without giving anything.*
13. *He was the only one that could survive **and** he lived in the last piece of small ice from that island*
14. *The ice had melted and disappeared. He only saw a white bear like him dying and floating at the surface of the sea.*
15. *Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," **and** proceeded to walk away.*

4.1.1.4 Error of Misordering

Data 4:

1. *Her step mother was angry and **her step sister also angry.***
2. *The old women gave some nice apples. The apples were fresh **apples.***
3. *Cinderella and the angle wore some souvenir. But Cinderella only **like the red souvenirs.***
4. *cat's friend was happy and **Cat is also happy.***
5. *Snow white was happy and **the seven dwarfts was also happy.***
6. *The old women gave some nice apples. The apples were fresh **apples.***
7. *The deer crossed the river by count all crocodiles **one, two, three, four, five, six, seven, eight, nine, ten.***

Analysis 4:

In sentence 1, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**her step sister also angry**” refers to her step sister. So, it should be “**so she is**”

in sentence 2, student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**fresh apples**” refers to apples. so, it should “**fresh ones**”

In sentence 3, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**like the red souvenirs**” refers to souvenirs that explained before .so, it should “**the red ones**”

In sentence 4, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**cat is also happy**” refers to sentence before about the cat .so, it should “**so is he**”

in sentence 5, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**the seven dwarfts was also happy**” refers to sentence before about the cat .so, it should “**and the seven dwarfts was too**”

in sentence 6, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the word “**fresh apples**” refers to apples. so, it should “**fresh ones**”

in sentence 7, the student made an error. There was misordering of substitution. The sentence is kind of substitution because the words “**one, two,**

three, four, five, six, seven, eight, nine, ten. ” refers to Crocodiles that explained before .so, it should “**and so on.** So, it should be:

1. *Her step mother was angry and **ones** .*
2. *The old women gave some nice apples. The apples were fresh **so is he.***
3. *Cinderella and the angle wore some souvenir. But Cinderella only **the red ones***
4. *cat’s friend was happy and **so is he.***
5. *Snow white was happy and **the seven dwarfts was too.***
6. *The old women gave some nice apples. The apples were fresh **ones.***
7. *The deer crossed the river by count all crocodiles **and so on.***

4.2 Research Finding

After analyzing the data, the writer has finding the types of error. There are 4 types of errors, they are

1. Error of Edition
2. Error of Misformation
3. Error of Omission
4. Error of Misordering

4.3 Discussion

Dulay, et all. (1982:154) show thye error type base on surface strategy taxonomy into edition, misformation, omission, and misordering. Begun with the basis, writer narrative text, then, also distributed the same way into those four types of errors. As one of the objectives of this study in the writing a narrative of the eleventh grade students at SMA Negeri 1 Pahae Jae, the findings of the errors

were found. Then, described or exposed orderly, from those which most frequently occurred to the most rarely occurred.

4.3.1 Error of Edition

Error of edition where some elements are present, which should not be there. The error of edition happens because the students add letter or word in sentence where should not be add there. It also found that there were 8 error of addition made by the student in composing there writing. The aspect of error in edition error which were found in the student writing in grammatical cohesion.

4.3.2 Error of Misformation

Misformation error is characterized by the use of the wrong from of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The writer found that there were 58 errors of misformation made by the students in composing their writing. From the most o the least, the aspects of grammatical cohesion error in misformation error found in the students' writing were, Reference, substitution, ellipsis, and conjunction.

4.3.3 Error of Omission

Error is still classified on a superficial basis as error of omission. Where some element is omitted which should be present. Omission error are characterized by the absence of an item that much appear in a-well formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. 15 errors of

occurrences showed that omission was the third frequent types of errors which was made by the eleventh grade students at SMA Negeri 1 Pahae Jae. This omission error consisted of grammatical cohesion. In simple from the second frequent to the rare, any possible properties of grammatical cohesion found that related to this omission error were omission of grammatical cohesion.

4.3.4 Error of Misordering

Error of ordering where the elements presented are correc but wrongly sequenced. Misordering error is characterized by the incorrect placement of a morpheme or group of morpheme in a utterance. If it was seen separately, most aspect of this error might seem few if it was compared to the number of the whole errors. It could be concluded that actually this type of error didn't play significant role to the whole total of error. From the most to the least, the aspects of grammatical cohesion error in misordering error found in the students' wriring is grammatical cohesion.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

Based on the result of the study, there were four kinds of errors of grammatical cohesion the errors were reference, substitution, ellipsis and conjunction. The dominant error from the other types of errors that students committed in writing narrative text was reference with 58 errors, in the second place is conjunction with 15 errors, and it is followed by ellipsis with 8 errors in the third place and the last is substitution with 7 errors. So, error of reference become the dominant type of error in writing narrative text because students were difficult to select a good reference to identify participants through a text by the students. And they were lack of understanding or rules of the target language as well, so they generalized the rule and applied it incompletely. So, their sentences may not be right because the amount of error frequency, teacher's attention is need more in this part.

5.2 Suggestions

Error consisted of something that is unavoidable in teaching and learning process of foreign language. Therefore it could be improved by learning more in a better way. Here were some suggestions that hopefully could be applied in teaching and learning process.

1. For the English teachers are able to know the types of grammatical cohesion errors so that the students can differentiate the use of grammatical cohesion when the students write a text.
2. for the students are able to practice in writing based on grammatical cohesion rule so it will help them to write well.
3. For other research who are interested in doing research about grammatical cohesion error, the research result can be used as guidance for doing research about grammatical cohesion error.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The basic concept of the study should be made clear from the beginning. Theoretical framework aims to give clear concept an error analysis of grammatical cohesion in writing narrative for eleventh grade students. To describe some theories related to this research is a must in order to prevent the misunderstanding between the writer and the readers.

2.2 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. In order to make a good writing, a writer should have clear purposes. According to Harmer (2004:33), "Writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward". Writing is also language form that is distinguished from speech because it can be permanent and it can be planned and changed before it emerges. Like talk it can be used to entertain, persuade, express feelings, inform, request, report, express opinion or ideas in written" In addition, James (1983:6) states that "Writing is hard work. But writing is also opportunity : to convey something about yourself, to

communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present".

Writing is a medium of communication that represents language through the inscription of signs and symbols. Writing is at the centre of teaching and learning in higher education, filling a range of purposes according to the various contexts in which occurs. Writing is the important skill to be mastered by students. They use it to communicate each other, as means of ideas and emotional expression. Writing is learnt, not taught, and teacher's role is to be non-directive and facilitating, providing writers with space to make their own meanings through an encouraging, positive and cooperative environment with minimal interference.

2.2.1 Writing Process

The composing processes of individual writers vary greatly, and it is difficult to draw a uniform picture of how successful writers. But even though no text come to their final form in exactly the same way, it is possible to generalize about successful writing behavior. According Calderonello(1986:5-15), there are five common components of the writing process: Inventing, planning, drafting, revising, and editing. All five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process. Elements in writing process. Those are

3. Inventing

Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any time, even during drafting. Reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method (such as a set of questions) to examine a topic are some examples of inventing activities.

4. Planning

Planning is the activity by which a writer tries to determine how to say what he wants to say. It involves answering such questions as:

5. What is my thesis and intention in this text ?
6. Who is my audience for this text ?
7. How much information is relevant to the task ?how will it be presented, in what forms and in what order ?
8. What tone (humorous, serious, ironic) is best ?

Individual writers do plan differently. Some plan as they invent: some plan largely after they invent; some plan as they draft and revise.

3. Drafting

In order to produce first draft, all writers, whether skilled or not, require certain implements: pencil and paper; a typewriter and paper; or a word processor and printer. Imagine two writers at roughly the same stage of the writing process. They both have done enough preliminary inventing and planning to have a fairly

detailed conception of what they want to say and how they think they want to say it. They are both writing first drafts that will, eventually, become finished texts. While drafting these two writers will go back and forth between inventing and planning, drafting, and even editing-that is, they revise as they write, when and if it is necessary to do so. There the similarity.

4. Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text-possibly changing the introduction, or a paragraph, or several paragraphs, or part of a paragraph, or a major argument. Revising involves adding new writing or cutting out writing, or rearranging what is written, or substituting another way of saying something. It is something a skilled writer is willing and able to do, but skilled writers do not always revise extensively every time they write.

5. Editing

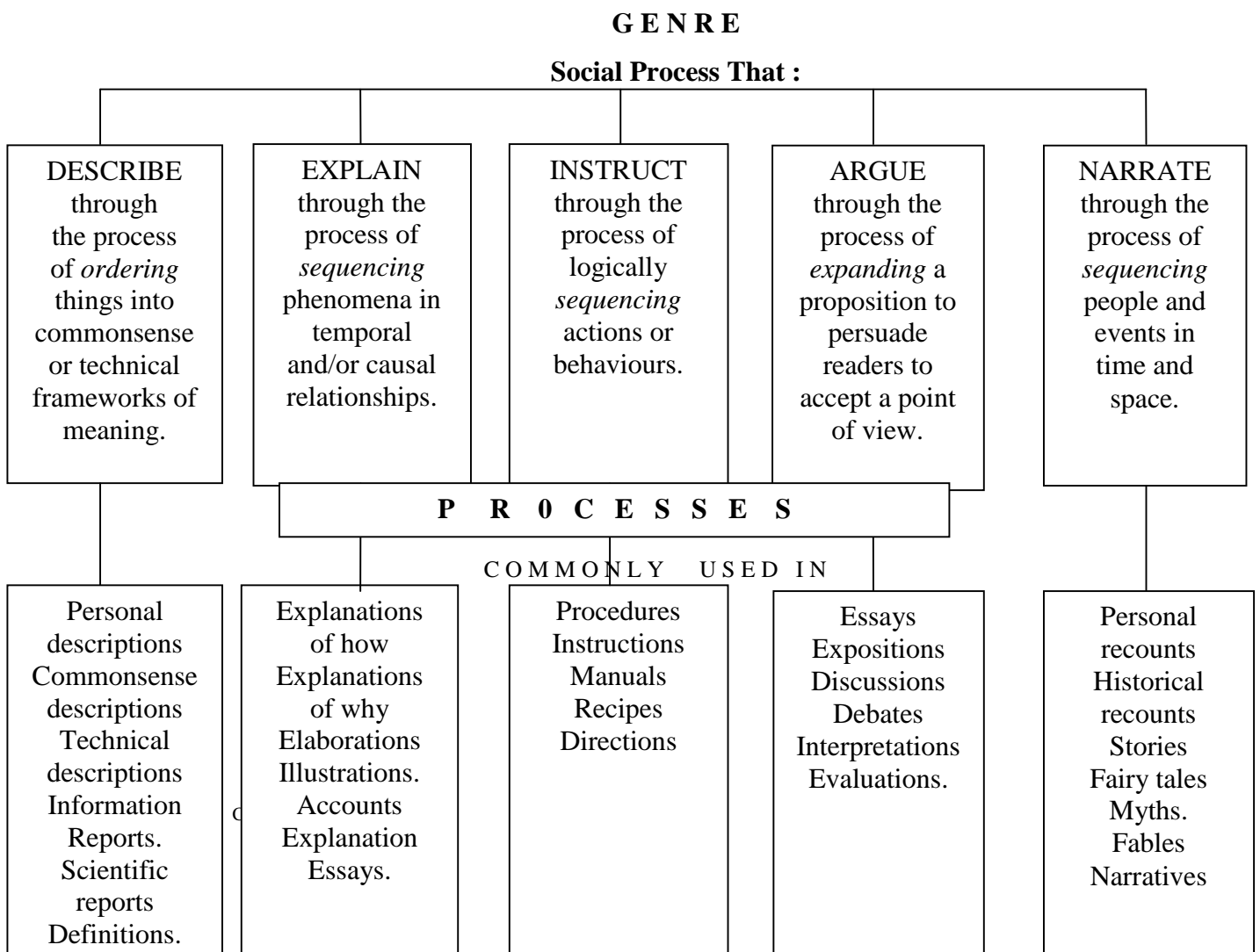
Editing means polishing a piece of writing by making word-level changes: in spelling (“I’ve misspelled ‘apparent’ again”), mechanics (“I need to use a comma here”), usage (“I’d better check the past tense of ‘lie’ “), word choice (“I’ve used ‘justify’ three times in two sentences; maybe I can substitute another word”), and so on. Most often, writers edit a piece of writing at the end of the writing process, after the piece is finished in all other respects. This gives them one last opportunity to inspect the piece and to determine whether it meets their standards.

It can be stated that the purpose of writing is communicating, the relation of sentence in a writing should be coherent one another, so that the information that will be delivered by the writer can be understood by the reader and the process of writing is the writer should make an outline of what they want to write. It is done to make the process of writing controllable. The outline will help the writer elaborate the idea in the writing process.

In conclusion, writing is a mental process of inventing the ideas, expressing them into written forms, and organizing them into meaningful statement or paragraphs.

2.3 Text Genre

The genre of narrating or narrative is one of the most commonly read, though least understood of all the genres. Because narrative has been and continues to be such a popular genre, there is a belief that it is a genre that students ‘pick up’ and write naturally. According to Knapp & Watkin (2005:27), there are twelve types of genre, they are :



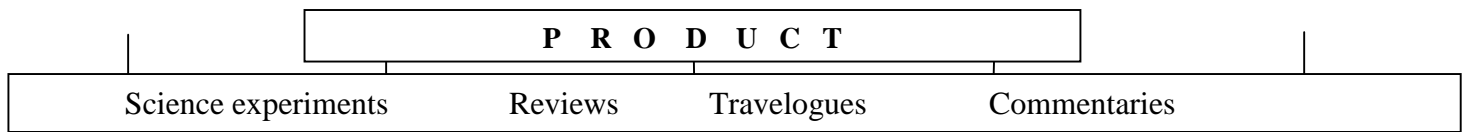


Figure 2.1 The Types of genre (Knapp &Watkin (2005:27)).

The types of genres in contemporary society are expanding and changing. This is due, in part, to the proliferation of information technologies. Considerable emphasis has been placed on students developing competencies in reading and constructing multi-modal texts. Schools, however, need to start by teaching students the basic written genres that have been developed to deal with the exchange of information and knowledge.

2.3.1 Types of Text

Knap states (2005:29), text is a language system of communication that is organized as cohesive units. Different types of texts have characteristics, depending on what they are made to do. There are many types of text, they are recount, narrative, report, explanation, descriptive, They are :

6. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

7. Narrative text

is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part or

narrative text is that narrative mode, the set or methods used to communicate the narrative through a process narration.

8. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

9. Explanation Text

Explanation is a text which tells processes relating to forming of natural social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena.

10. Descriptive text

Descriptive writing is the clear description of people, place, objects, or events using appropriate details.

2.4 Narrative Text

Narrative is one of the most common writing types. Narrative is a type of spoken or written text which tells a story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in different ways.

Narrative text is one of texts that should be mastered by senior high school students. Narrative text is a text that tells a story; the story may be true as in the writing of history, autobiography, or news reports, and the story may also be fictional as in a short story or novel. In learning narrative text, the students must know the structure of the text, plot of the story-when crisis arises and what the resolution is. In order to teaching the students about narrative text, the teacher must be focus on how to develop the text becoming a good sequence story.

Knapp and Watkins (2005:220-221) defines, “narrative is powerful medium for changing social opinions and attitudes. Think about the way that some soap operas and television dramas use narrative to raise topical social issues and present their complexities and different perspectives in ways that are not possible in news reports and current affairs programs. Narrative is also a big or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant”. A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narrative is a form of writing used to relate the events, stories are accidents. Its pattern of thought consists of following a sequence of action in time. In other words, narrative is a text which retells the story or previous experience. It is a text that focuses on a specific participant. It is a representation of a series of events connected in temporal and causal ways. Other opinions about the definition of narrative text are said by Jo Ray & Anthony (1987:133) who said that “narrative is an organizing pattern that treats experience in dynamic rather than static terms: people interact, events come to a climax, cause leads to effect, psychological impulses are satisfied”. The other opinion is James (1983:159) who said that “Narrative is a story told to make a point. It can be used in an abbreviated form to introduce or illustrate a complicated subject—that is, writers often use narration to lead into the body of their writing – or in an extended form to provide a detailed, personal account of “what happened”

Narrative or narration simply tells a story or relays a sequence of events. Generally, these events are told in chronological order which is the order, which is the order in which they happened. Its function is to entertain and amuse people.

2.5 Error

Error is natural part of language learning. It is impossible that learners never make any errors in language learning. Errors can occur in Phonological, Grammatical, and Semantic Level. Actually, the learner's errors do always have feedback for themselves. In learners' error, the teacher will also know in which part of the subject matter that most students make errors and most students do not. The teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis. Carl James (1998:1) states error is likewise unique to humans, who are not only *sapiens* and *loquens*, but also *homo errans*.

From that explanations, the writer states that errors are the human natural part and every people definitely ever make some errors.

2.5.1 Error Analysis

Error Analysis is the identification, description and explanation of errors that occur both in spoken and written form. According to Brown (2000: 218) error analysis is the fact that learners do the errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors. Richards et.al (1985:96) states that error analysis is the study of errors made by the second and foreign language learners. Crystal (1987:112) adds that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Error analysis is used to show students' problem. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Corder.(1981:25) adds that learners errors are significant in three different ways. Firstly, errors can tell the teacher about the progress of the learner and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned; therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again. From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Futhermore, the result of error analysis will inform teacher some problems faced by students.

2.5.2 The Types of Error

There are many types of error. According to Corder (1981: 36) Errors are still classified on a superficial basis as:

1. Error of Omission

It is sentence which one of its aspect (word) is omitted

Ex :

1). I read magazine.

Should be :*I read a magazine* because the sentence above the determiner “a” is omitted.

2). *Daniel eats orange*

Should be :*Daniel eats an orange* because the sentence above the determiner “an” is omitted.

2. Error of Addition

It is a sentences where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentences where should not be added there.

Ex :

1). *Does have you lunch?*

Should be :*Have you had lunch?* Because the sentence above the auxiliary “does” is added.

2). *Do have you seen Siska?*

Should be :*Have you seen Siska?*Because the sentence above the auxiliary “do” is added.

3). *I am go to office everyday*

Should be :*I go to office everyday.* Because the sentence above to be “am” is added.

3. Error of Misformation

It is a sentence which one of its aspect (word) is substituted by another.

Ex :

1). *Your dress is different with them*

Should be :*Your dress is different from theirs* because the sentence above should use the reflexive pronoun “theirs” instead of “them” as an object.

2). *We take we flowers*

Should be :*We take our flowers* because the sentence above should use the possessive pronoun “our” instead of “we” as a subject.

3). *She hair is long*

Should be :*Her hair is long* because the sentence above should use the possessive pronoun “her” instead of “she” as a subject.

4. Error of Misordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1). *I don't know what does he want*

She said that she wants a cup of tea

The first sentence is wrongly word ordered, and the second one is wrongly sequence of time.

2). *They are students good*

Should be : *they are good students* because the sentence above, the rule of structure is not suitable.

3). *I write a letter yesterday*

Should be : *I wrote a letter yesterday* because the sentence above the sequenced of time is wrong.

2.6 Cohesion

Cohesion is the resources within language that provide continuity in a text, over and above that provide by clause structures and clause complexes. In other words, cohesion refers to the range of possibilities that exist for linking something with what has gone before. Since this linking is achieved through relation in meaning.

Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other in the sense that it cannot be effectively decoded except by resources to it. Moreover, in English writing, the use of cohesion in connecting sentence into a good paragraph is something difficult by students. This happens because students are difficult to select appropriate words to be used in sentences, and they are difficult to use coherence devices in their writing. According to Taboada (2004:159) stated that

“Cohesion is part of the system of a language, and like other semantic relations, it is expressed through the stratal organization of language.” Another opinion, according to Bex (1996 :91) considers cohesion as residing in the semantic and grammatical properties of language. Cohesion guides the ways in which units of the text are to be understood in relation to each other. Cohesion concerns the ways in which texts can refer to themselves and it is typically achieved through the use of grammatical devices and lexical repetition. Cohesion expresses the continuity that exists between one part of text and another one. This continuity is significant from two aspects. On the one hand, that continuity shows at each stage in the discourse the points of relations or contact with what has been said before. Grammatical cohesion is established by use of the grammatical elements of the text expresses the semantic links within and between the sentences.

2.7 Grammatical Cohesion

Grammatical cohesion refers to the interconnected way to construct sentences in a grammatical form. To achieve the grammatical cohesion, there are some grammatical devices that have been summarized by Halliday they are reference, substitution, ellipsis, and conjunction.

b. Reference

Taboada (2004:160) states that “Reference is, with exceptions in the demonstrative adverbs, part of the system of determiners in the noun phrase. The referring item is one that cannot be interpreted semantically on its own, but needs to find its resolution somewhere else. We have already seen how the pointing can be exophoric, that is, to the context of the text. Reference is defined

as a particular type of cohesion which has specific meaning of information that is referred to Halliday and Hassan It uses other signaling items (words or parts) in making meaning instead of semantic meaning of that reference. Reference is systems which introduce and track the identify of participants through text.

d. Personal Reference

Is a reference by means of function in the speech situation, through the categories of person, such as I, me, you, we, us, him, etc. the category personal includes the three classes of personal pronoun, possessive pronouns (mine, yours, ours, etc). for example:

c) Cathy is the new student from Australia.

d) She sits next to me

In the second sentence, she refers cathy to in the preceding sentence.

The word she is personal reference. It is called pronoun of the third person singular which is grammatically function as a head.

e. Demonstrative Reference is a reference by means of location, on scale of proximity. In the case of demonstrative, the words this, these, that, those, here, now, there, the, and then are used. Halliday and Hasan add this , these, and here imply proximity to the speaker, that, those, and there imply distance from the speaker. The use of demonstrative reference is shown the example below.

c) There seems to have been a great deal of sheer carelessness. this is what I can't understand.

d) There seems to have been a great deal of sheer carelessness. yes, that what I can't understand.

The basic sense of this is one proximity, this refers to something as being near, that refers to something as being not near. The that term tends to be more inclusive, though the two are more evenly balanced in English than their equivalents in some other languages. Proximity is typically from the point of view of the speaker, so this means 'near me'.

f. Comparative Reference

In comparative reference, the reference items still signals you know which, not because the same entity is being referred to which what I am now talking about it the same or different, like or unlike, equal or unequal, more or less.

For example:

- d) It's the same cat as the one way saw yesterday;
- e) It's a similar cat as the one we saw yesterday; and
- f) It's a different cat from the one we saw yesterday.

The referent was the one we saw yesterday, and the comparative same, similar and different were pointing forward to it.

b. Substitution

Substitution is defined as a replacement of an item with another item. Both items should have the same grammatical class. It is different from reference in which the item that is refer to should have the same semantic property.

e. Nominal Substitution

In nominal substitution, there are three items that occurs as substitutes: one, ones, and same.

Example: There are some new tennis balls in the bag. These ones have lost their bounce.

The underlined in the second sentence above, this is one, is the substitutions of tennis ball in the preceding sentence. And so, the word one in the second sentence illustrates cohesion based on substitution.

f. Verbal Substitution

Example: you think Jhon already knows? I think every bodydoes.

The word does in the sentence above, is the substitution of knows in the preceding sentence.

g. Clausal Substitution

Example: it is going to rain? I think so

The word so in the sentence above, is the substitution of going to rain in the preceding sentence.

C. Ellipsis

According to J. Mcshane(2005:3) “Ellipsis is a universal property of natural language, but its scope and means of realization differ substantially from language to language. Considering the ubiquity of this phenomenon, it may seem rather surprising that ellipsis studies are relatively undeveloped or, at least, lack breadth and depth of coverage”. Ellipsis is simply ‘substitution by zero’, where

understood is used in the special sense of 'going without saying'. As substitution, there are three types of ellipsis:

4. Nominal ellipsis

Example : Dika brought some carnations and Putri some sweet peas.

Ellipsis item : brought in the second clause.

5. Verbal ellipsis

Example : have you been swimming? Yes, I have.

Ellipsis item : been swimming in the second clause.

6. Clausal ellipsis

Example : what was the duke going to do? -Plant a row of poplars in the park.

Ellipsis item : the duke was going to in the second clause.

h. Conjunction

Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, action and states of affairs. In other words, it is not what linguists call an anaphoric relation. However, it is a cohesive device because it signals a relationship that can only be fully understood through reference to other parts of the text.

Ossisanwo in Omolade (2011:29) identifies the following types of conjunction as follows:

e. Adversative Conjunction

Example: Carol, however, changed her behavior because she wanted to become part of a new group.

f. Additive Conjunction

Example: No one wants to be rejected. And to prevent rejection we change our behaviors often.

g. Temporal Conjunction

Example: A friend of mine went to an-out stage college. Before she left, she expressed her feelings about playing role to win new friend.

h. Causal Conjunction

Example: Today's society sets the standards. The people more or less follow it. Consequently, there exists the right behavior for the specific.

2.8 Grammar

Grammar is partly the study of what forms (or structures) are possible in a language. Grammar though is not included as the four main skill that expected to be mastered in English language learning, may not be considered as a trifling matters. Grammar is important because is the language that makes it possible for us talk about the language. Patel and Jain (2008:17) state, grammar is an attempt to develop concept, principles and rules relating to usage and the structure of language. Grammar provides a stock of ideas and understanding that help to make language intelligible, to give some insight into its structure, to supply some help in the use of language form and in the correction of errors.

The knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect. The genre and grammar model of language we are describing requires use to become aware of the forms the language takes in the social contexts in which text are commonly used.

4.9 Previous Research

The research will describe some of these that are previous research to make the thesis arrangement easier and easy to understand better the follow:

- 3. An error analysis of Grammatical Cohesion in Argumentative Essay by Norwegian and Russian Learners** by Anastasia Tsareva. This thesis has several purposes. The main goal is to reveal what types of error grammatical cohesive relations are displayed in argumentative essays of academic written English. For this purpose the International Corpus of Learner English (ICLE) has been chosen to study how Norwegian and Russian learners of English construct their composition. An attempt is made to show how various grammatical elements function as cohesive links for sentences and independent clauses. In order to achieve this goal, four major types of grammatical cohesion have been studied. There are similarities between this study. First, the instrument of this study is text. Third, both studies have implications for teaching the English language writing. The differences are: first, this journal focuses on the students error

of grammatical cohesion in Essay text, whereas this study only focuses on grammatical cohesion in writing narrative text. Second this journal presented in the Electronic Textbook of Senior High School, while this study produced in students' writing paper. Third, this journal focuses on grammatical and lexical cohesion, while this study focuses on the grammatical cohesion.

4. **Cohesion in narrative texts Presented In The Electronic Textbook Of Senior High School Grade X** by Astri Olivia Kuncahaya. She said that there is a factor that effects cohesion, namely the number of sentences in atext. The number of sentences will affect the use of cohesive ties. Text which high cohesion tend to have more sentences than texts with middle and low cohesion. The highly cohesive texts employ more cohesive devices because there are more ideas to connect in relation to the number of sentences. The finding of this research, it is implied that the analysis of cohesion can be a means of analyzing the compatibility of texts as language inputs. Thus, in order to be able to selected the teaching material, the teacher should know and master the cohesion analysis. This research is expected to be contribute enough the process of deciding which texts should be included in the Textbooks. There are Three similarities between this study. First, both studies investigate the cohesive device consisting of grammatical cohesion. Second, the instrument of this study is text and conduct in the classroom. Third, both studies have implications for teaching the English language writing. The differences is this journal

presented in the Electronic Textbook of Senior High School, while this study produced in students' writing paper.

Based on both previous research above, the writer concludes that the grammatical cohesion influences the students writing paper. When the students have more knowledge about the grammatical cohesion they will more understand to relate each sentence that they have to construct a good writing. This research will be focused in analyzing the students error in using grammatical cohesion in narrative text.

2.10 Conceptual Framework

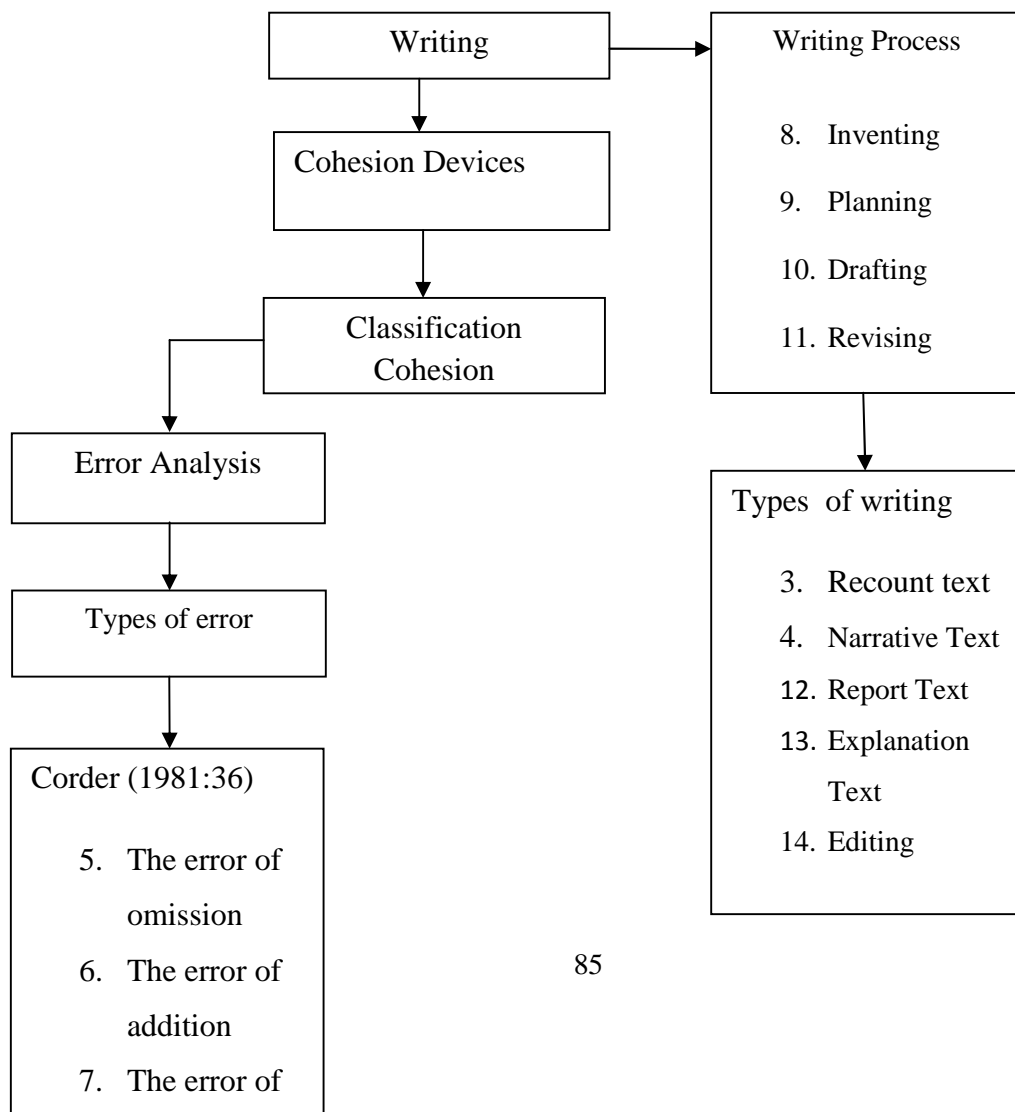
Writing is generally a process to communicate between the writer and reader through the text. In writing, the writer gathers the information and ideas that will be told to readers by doing steps such as selecting, combining, arranging and developing ideas in order to make good sentences and paragraphs. In making a good paragraph we can call it as process writing. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polish an comprehensible to reader.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Errors arises only when there was no intention to commit one. Actually making error or mistake when they write or speak although the language is their mother tongue therefore it is their second

language. Learners commonly make errors in writing skill. They are unable to write by using connect grammatical rules.

Cohesion is all about the relation of meaning that exist within the text, and that define it as a text. It defines something as a text because a text is unit of meaning, not a form. Cohesion is the source of the text that has a range of meanings related to what is being spoken and written to its semantic environment (Jabeen, et al, 2013: 139). Cohesion refers to the range of grammatical and lexical possibilities that exist for linking an element of language with what has gone before or what follows in a text (Bae 2001:55).

Cohesion falls into two major groups: grammatical cohesion and lexical cohesion. The grammatical cohesion includes reference, substitution, ellipsis, and conjunction. Meanwhile, lexical cohesion includes repetition and collection. This is because both of them are established by two different elements. They are grammar and words. In the lexico-grammatical level, the distinction can absolutely be drawn.



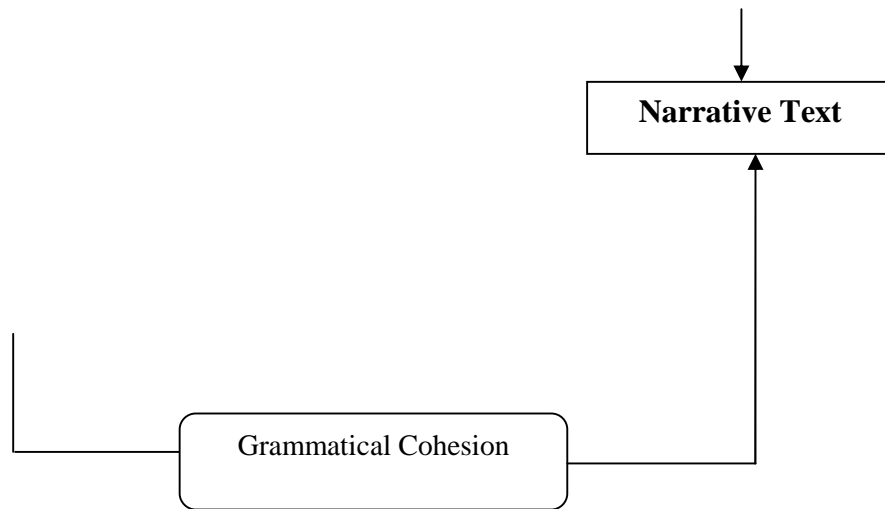


figure 2.2: *An Analysis Of Grammatical Cohesion Error In Writing Narrative Text By The Eleventh Grade Students At SMA Negeri 1 Pahae Jae (Swina:2018)*

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This writer used descriptive qualitative research. Fred and Perry(2005:75)states that “qualitative research is characterized by verbal description its data”. Its means the data of the study was analyzed by describing, identifying, and analyzing the text. Descriptive research meant that the data of this study wasdescribed or explained. The researcher used this method because the intention of this study described the analysis of cohesive devices used in narrative text at eleventh grade in Senior High School.

3.2 Subject of the Study

The Subject of this research was the eleventh grade students of SMA Negeri 1 Pahae Jae . The writer selected one class from two parallel classes namely XI IPA and XI IPS. The subjectwas taken randomly by applying the random sampling technique. The writer chose the XI IPA as the subject of this research that consisted of 30 students.

3.3 Instrument of Collecting Data

In collecting the data, the writer applied one instrument to elicit students’ grammatical cohesion errors. The instrument was writing test. The students were assigned to write a narrative text.

3.4 Technique of Collecting Data

In collecting the data, the writer did some steps to identify the students' error of using grammatical cohesion in their writing of narrative text. The writer took the following steps:

5. Collecting the student's writing about Narrative text.
6. Checking the students' writing to find out the errors that made of students.
7. Identifying the students' grammatical cohesion by underlining every error from the students writing test.
8. Classifying the types of error based on the types of grammatical cohesion.

3.5 Technique of Analyzing Data

After collecting the data, the writer analyzed by the collecting data to achieve the intended objectives. Based on the descriptive qualitative research applies in this study, the writer analyzed the data of the study with the following steps:

4. Identification

After collecting the student's work, the writer was identified the students' error by underlining the errors.

5. Classification

The writer was identified the students error in using the grammatical cohesion. According to S. P. Corder (1981: 36) Errors are still classified on a superficial basis as: error of omission, error of addition, error of

misforming and error of misordering. In this study, the writer was analyzed the error by using a theory of error by Corder.

6. Concluding

After analyzing the data based on the Corder's theory of error analysis, the writer was concluded the analyzed data.